AZ RtI: Academic and Behavioral System of Support
Implementation Self-Assessment Tool

Priority Rating:

Low	Medium	High	Indicators of Implementation	(1) Do not do this in our school	(2) Starting to move in this direction	(3) Making good progress here	(4) This condition is well established
			I. EFFECTIVE STUDENT INTERVENTION/PROBLEM SOLVING TEAM IN PLACE				
			Use of problem-solving and data-driven decision making processes at the school, classroom and individual student levels.				
			Function as a problem solving team to address the needs of groups or individuals				
			Shared responsibility among general educators and specific program area specialists (e.g. special education, ELL, gifted/talented, Title)				
			Focus on student outcomes versus eligibility (team's main purpose is not special education referral)				
			Use of universal screening and prescriptive assessment for instruction				
			Use of progress monitoring techniques				
			Coaching and peer collaboration				
			Collaboration between educators and parents				
			II. HIGH QUALITY, STANDARDS-BASED CURRICULUM AND RESEARCH-BASED INSTRUCTION (80% SUCCESS RATE) IN GENERAL EDUCATION, ESPECIALLY IN THE AREAS OF:				
			Reading: Addresses 5 components (phonemic awareness, decoding/phonics/word recognition, fluency, vocabulary, comprehension) in an explicit, systematic, intensive manner with fidelity and sufficient duration, addresses Arizona Academic Reading Standard				
			Writing/Spelling: addresses Arizona Academic Writing Standard				
			Mathematics: addresses Arizona Academic Mathematics Standard				
			Behavior				
			Other:				
			Other:				
			Other:				

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			III. PRESCRIPTIVE/ONGOING ASSESSMENT PRACTICES IN PLACE				
			Universal screening system to assess strengths and challenges of all students in academic achievement, talents, and behavior				
			Structured data conversations occurring to inform instructional decisions				
			Direct measurements of achievement and behavior (learning benchmarks) that have a documented/predictable relationship to positive student outcomes				
			Progress monitoring that is systematic, documented, and shared				
			Data management system in place (technology support)				
			IV. LEVELS OF INTERVENTION IDENTIFIED AND RESOURCES ALLOCATED				
			A range of research-based instructional interventions for any student at risk of not reaching their potential, including those identified as gifted/talented or those already experiencing academic failure (systematic model in place such as 3-tiered approach, pyramid of interventions, etc.)				
			Utilization of both a standard protocol approach to providing interventions to groups of students with similar needs and an individual approach of providing interventions to any student with unique needs				
			Informed as to the frequency, intensity, and duration of an intervention that is needed for effectiveness				
			System in place to evaluate research-based interventions as to integrity/fidelity of implementation				
			Flexible grouping according to specific intervention needs				
			Allocation of staff to provide various interventions (flexible uses of staffing across all roles)				
			Availability of instructional programs/materials				

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			V. ONGOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT THAT ADDRESSES RELEVANT AREAS ESSENTIAL TO EFFECTIVE IMPLEMENTATION OF MULTI-TIER SYSTEM OF INSTRUCTIONAL SUPPORTS AND IMPROVED STUDENT OUTCOMES				
			Across all staff/roles				
			Involves families				
			Includes follow-up (e.g. coaching, professional dialogue, peer feedback, etc.)				
			PROFESSIONAL DEVELOPMENT ADDRESSES RELEVANT AREAS SUCH AS:	(1) No development in this area	(2) Area minimally addressed	(3) Ongoing focus in this area	(4) Extensive development in this area
			Collaborative decision-making (e.g., professional learning communities)				
			Effective use of data, including that gathered through ongoing progress monitoring, in making instructional decisions				
			Collaborative delivery of instruction/interventions				
			Research-based instructional practices, including supporting materials and tools				
			What constitutes "interventions" versus "accommodations and modifications"				
			Prescriptive and varied assessment techniques				
			Progress monitoring techniques				
			Parent engagement strategies				
			Other:				
			Other:				

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ACTION PLAN

DATE: _____

INDICATOR OR SUB-TOPIC	SPECIFIC ACTIONS	RESOURCES	TIMELINE	WHO RESPONSIBLE	EVIDENCE OF CHANGE

PLANNING TEAM: _____

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